

Southeast Middle

731 Horrel Hill Rd.
Hopkins, S. C. 29061

Grades 6–8 Middle School

Enrollment 792 Students

Principal Jeannetta W. Scott 803–695–5700

Superintendent Dr. Allen J. Coles 803–231–7500

Board Chair Dr. Jasper Salmond 803–231–7556

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	6	25	5

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Below Average	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	No
2005	Below Average	Below Average	No

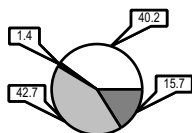
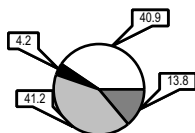
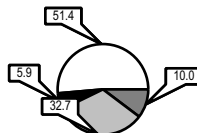
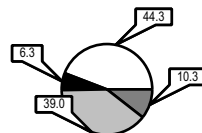
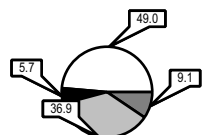
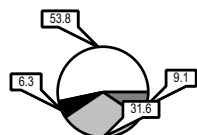
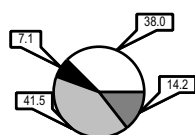
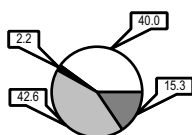
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.8%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	787	99.6	39.6	42.0	16.6	1.7	28.5	Yes	Yes
Gender									
Male	394	99.5	49.6	37.3	12.0	1.1	19.9		
Female	393	99.8	29.5	46.9	21.3	2.3	37.2		
Racial/Ethnic Group									
White	127	100.0	24.1	50.0	24.1	1.8	38.4	Yes	Yes
African American	640	99.5	43.0	40.1	15.2	1.7	26.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	26.7	53.3	20.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	677	99.7	37.2	44.3	16.9	1.6	30.2		
Disabled	110	99.1	55.9	26.9	15.1	2.2	17.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	787	99.6	39.6	42.0	16.6	1.7	28.5		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	783	99.6	39.7	41.8	16.7	1.7	28.5		
Socio-Economic Status									
Subsidized meals	577	99.7	45.1	39.7	13.6	1.6	23.7	No	Yes
Full-pay meals	210	99.5	25.1	48.2	24.6	2.1	41.0		

Mathematics – State Performance Objective = 36.7%									
All Students	787	99.9	40.6	40.6	14.6	4.1	29.5	Yes	Yes
Gender									
Male	394	100.0	46.0	37.3	12.5	4.2	27.6		
Female	393	99.8	35.2	44.0	16.8	4.0	31.5		
Racial/Ethnic Group									
White	127	100.0	28.6	44.6	19.6	7.1	42.9	Yes	Yes
African American	640	99.8	43.5	39.4	13.6	3.4	26.5	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	20.0	53.3	20.0	6.7	46.7	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	677	99.9	37.4	42.8	15.1	4.7	31.9		
Disabled	110	100.0	61.7	26.6	11.7	0.0	13.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	787	99.9	40.6	40.6	14.6	4.1	29.5		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	783	99.9	40.9	40.5	14.6	4.1	29.3		
Socio-Economic Status									
Subsidized meals	577	99.8	45.4	39.2	12.4	2.9	24.7	No	Yes
Full-pay meals	210	100.0	28.1	44.4	20.4	7.1	42.3		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	787	99.9	50.9	32.6	10.5	5.9	16.5
Gender							
Male	394	100.0	52.4	29.5	11.1	7.0	18.1
Female	393	99.8	49.4	35.8	9.9	4.8	14.8
Racial/Ethnic Group							
White	127	100.0	32.1	36.6	17.9	13.4	31.3
African American	640	99.8	55.4	31.2	9.1	4.3	13.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	20.0	60.0	6.7	13.3	20.0
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	677	99.9	48.5	33.7	11.2	6.6	17.8
Disabled	110	100.0	67.0	25.5	6.4	1.1	7.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	787	99.9	50.9	32.6	10.5	5.9	16.5
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	783	99.9	50.9	32.7	10.5	5.9	16.4
Socio-Economic Status							
Subsidized meals	577	99.8	57.5	30.9	8.2	3.5	11.7
Full-pay meals	210	100.0	33.7	37.2	16.8	12.2	29.1

Social Studies							
All Students	787	99.8	44.1	38.7	11.0	6.2	17.2
Gender							
Male	394	99.8	46.9	34.9	11.5	6.7	18.2
Female	393	99.8	41.2	42.6	10.5	5.7	16.2
Racial/Ethnic Group							
White	127	100.0	33.0	41.1	11.6	14.3	25.9
African American	640	99.7	46.2	38.1	11.2	4.5	15.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	46.7	40.0	0.0	13.3	13.3
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	677	99.7	40.6	40.9	11.5	7.0	18.5
Disabled	110	100.0	67.0	24.5	7.4	1.1	8.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	787	99.8	44.1	38.7	11.0	6.2	17.2
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	783	99.7	44.1	38.7	11.0	6.2	17.3
Socio-Economic Status							
Subsidized meals	577	99.7	50.8	36.2	8.8	4.3	13.0
Full-pay meals	210	100.0	26.5	45.4	16.8	11.2	28.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	99.6	43.4	37.9	16.4	2.3	18.7
	7	259	99.6	33.3	49.8	16.5	0.4	16.9
	8	234	100.0	37.6	48.0	12.2	2.2	14.4
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	99.7	45.9	39.2	13.3	1.6	14.9
	7	230	99.6	40.2	46.1	13.7	0.0	13.7
	8	267	99.6	33.6	43.8	20.0	2.6	22.6
Mathematics								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	232	99.6	37.9	36.1	18.7	7.3	26.0
	7	259	99.6	36.9	47.0	12.9	3.2	16.1
	8	234	100.0	45.0	45.4	7.0	2.6	9.6
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	34.5	43.9	17.6	3.9	21.6
	7	230	99.6	38.2	42.6	13.2	5.9	19.1
	8	267	100.0	50.0	36.9	10.2	3.0	13.1
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	51.8	30.2	10.6	7.5	18.0
	7	230	99.6	45.6	39.2	10.3	4.9	15.2
	8	267	100.0	55.5	30.1	9.3	5.1	14.4
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	290	100.0	33.3	35.7	18.0	12.9	31.0
	7	230	99.6	43.1	45.1	7.8	3.9	11.8
	8	267	99.6	56.6	37.9	4.3	1.3	5.5

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 792)				
Students enrolled in high school credit courses (grades 7 & 8)	100.0%	Up from 60.4%	11.7%	15.5%
Retention rate	4.0%	Down from 4.2%	3.4%	3.0%
Attendance rate	95.7%	Down from 96.3%	95.7%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%	Up from 6.5%	5.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.2%	Up from 5.7%	5.5%	4.6%
Eligible for gifted and talented	19.7%	Up from 18.6%	12.6%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.8%	Down from 12.8%	14.0%	13.6%
Older than usual for grade	5.1%	Up from 4.8%	5.7%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Up from 0.0%	0.9%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 58)				
Teachers with advanced degrees	50.0%	Up from 45.8%	48.9%	51.8%
Continuing contract teachers	63.8%	Down from 74.6%	76.5%	78.1%
Highly qualified teachers	90.0%	Up from 84.3%	88.5%	89.6%
Teachers with emergency or provisional certificates	17.0%	Up from 10.2%	7.1%	6.0%
Teachers returning from previous year	87.1%	Up from 86.1%	84.4%	85.4%
Teacher attendance rate	93.9%	Up from 93.4%	94.8%	94.9%
Average teacher salary	\$40,950	Up 6.2%	\$40,394	\$41,328
Prof. development days/teacher	6.7 days	Down from 7.5 days	11.5 days	11.5 days
School				
Principal's years at school	6.0	Up from 5.0	3.0	3.0
Student-teacher ratio in core subjects	20.7 to 1	Up from 17.9 to 1	21.1 to 1	21.3 to 1
Prime instructional time	88.4%	Up from 88.2%	89.5%	89.3%
Dollars spent per pupil*	\$7,812	Up 14.3%	\$6,144	\$6,022
Percent of expenditures for teacher salaries*	57.6%	Down from 57.8%	60.9%	61.7%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	92.1%	Down from 97.7%	97.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.6%		89.4%	
Highly qualified teachers in high poverty schools	89.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Our dedicated faculty believes in the Principles of Learning and in using innovative practices to help students master the S.C. Curriculum Standards. One of these practices is Making Middle Grades Work, whose goal is to "increase the percentage of eighth-graders who perform at the proficient level in core academic subjects and who leave the eighth grade ready for college preparatory work in high school." Another "best practice" is Project CRISS, CReating Independence through Student-owned Strategies, which is designed to help students become better learners, thinkers, and writers.

We continue to make significant progress in the area of student achievement, having made the largest gains overall on the Palmetto Achievement Challenge Test among middle schools in the district. The number of Middle School Scholars and South Carolina Junior Scholars continues to increase. We have many Duke TIP Scholars and several nominees to AstroChem, a science and math enrichment program through Claflin University.

Our school is the recipient of more than \$150,000.00 in grants. We also have received numerous awards and honors, including Exemplary Writing, Flagship School of Promise, and State Fair Art Show winners. We are proud to have two National Board Certified Teachers, a Nationally Certified Metrifcation Specialist, and participant in Frontiers in Physiology, sponsored by the American Physiological Society. Our school holds third place in our district's middle school Academic Bowl.

We anxiously await notification as to whether we are a recipient of a GEAR UP grant, a federal program designed to increase minority representation in colleges. GEAR UP would help us help parents and their children make a connection between current learning and future opportunities.

We will steadfastly maintain our efforts in building teaching and learning capacity, in order to continue increasing student achievement and the development of student talents.

We continue to be appreciative of the efforts of our School Improvement Council (SIC) and our Parent Teacher Organization (PTO).

Jeannetta W. Scott, Principal
Reginald Gaymon, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	229	85
Percent satisfied with learning environment	91.8%	70.5%	78.6%
Percent satisfied with social and physical environment	89.8%	69.4%	78.6%
Percent satisfied with school-home relations	57.4%	77.5%	58.5%

*Only students at the highest middle school grade level at this school and their parents were included.